Click and CLIL: Á procura da chiscadela - Click and CLIL: In Search of the Wink

This F2F workshop comprises a total of 13.5 hrs (18 hrs. including breaks).

	Sunday, Nov7	Monday, Nov 8	Tuesday, Nov 9	Wednesday, Nov 10	Thursday, Nov 11	Friday, Nov12	Sat, Nov13
		COURSE			**FLL.Wien JOB-SHADOWING**		
9:00 - 10:30	**Travelling day**	What is CLIL?	Scaffolding	Presentations & peer feedback	9:00 Introduction 9:15 **Elena Revyakina** Active learning strategies in Future Classroom	9:00 **Hermann Morgenbesser** Learning scenario design (basics)	**Travelling day**
10:30 - 10:45		*Coffee break*	*Coffee break*	*Coffee break*	10:45: **Chris Pollek, Christina Adorjan** HANDS on Workshop in Create Room	10:45 - 12:30 **Regina Brandweiner** Shadowing in Primary Alxingergasse 8 **(or meeting with trainers in Media Lab and Eis studio)**	
10:45 - 12:15		Planning CLIL lessons	Planning CLIL lessons for my teaching context 1	Presentations & peer feedback			
12:15 - 13:30		*Lunch*	*Lunch*	*Lunch*	**12:15 Lunch**		
13:30 - 15:00		Analyzing CLIL resources	Planning CLIL lessons for my teaching context 2	Round-up & self-assessment	13:45 **Hermann Morgenbesser and KIS - students** https://zoom.us/j/5332037442	**13:00 Lunch** 14:00 -15:30 **Andrea Radax Jeanny Bayramoglu** Digital storytelling workshop	

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Overview of detailed learning objectives

Create	Teachers can create mind maps to organize elements of a CLIL lesson in their own teaching contexts. Teachers can organize their ideas into coherent teaching sequences. Teachers can create scaffolding techniques which suit their teaching contexts.
Evaluate	Teachers can evaluate to what extent a given CLIL lesson fulfils the criteria set forth in the 4 C's framework. Teachers can evaluate each other's ideas and suggest improvements, if necessary. Teachers can evaluate their own learning progress.
Analyze	Teachers can analyze components of a CLIL lesson with the help of a ready-made rubric. Teachers can recognize different scaffolding techniques in a microteaching sequence.
Apply	Teachers can devise appropriate learning/teaching contents based on a topic using the 4 C's framework.
Understand	Teachers can understand the main objectives and potential outcomes of CLIL in ELT. Teachers can summarize the significance of each C and understand their interrelatedness. Teachers can describe the purpose of different scaffolding techniques.
Remember	Teachers can define CLIL. Teachers can describe the 4 C's framework in order to plan CLIL lessons. Teachers can list different scaffolding techniques. Teachers can list useful resources (print and/or web) in order to deepen their knowledge about CLIL.

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Overview of learning objectives based on the European Framework for CLIL Teacher Education (2011)

Teachers are able
- to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6)
- to apply strategies for fostering critical thinking by students about content and language (PDF 3, 4, 6)
- to scaffold language learning during content classes (PDC 5, 6)
- to design and use cognitively and linguistically appropriate learning materials (PDC 4, 5, 8)
- to assess learning resources and environments and to identify potential difficulties and solutions to overcome these (PDC 4, 8, 11)
- to use self, peer and student evaluation to improve their own practice and student learning (PDC 2, 9, 10)

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Detailed learning objectives for each thematic block

What is CLIL?	Create		Teachers are able
	Evaluate		● to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6)
	Analyze		
	Apply		
	Understand	Teachers can understand the main objectives and potential outcomes of CLIL in ELT.	
	Remember	Teachers can define CLIL.	

Planning CLIL lessons	Create		Teachers are able
	Evaluate		● to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6)
	Analyze		● to apply strategies for fostering critical thinking by students about content and language (PDF 3, 4, 6)
	Apply	Teachers can devise appropriate learning/teaching contents based on a topic using the 4 C's framework.	
	Understand	Teachers can summarize the significance of each C and understand their interrelatedness.	
	Remember	Teachers can describe the 4 C's framework in order to plan CLIL lessons.	

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Analyzing CLIL resources	Create		Teachers are able ● to assess learning resources and environments and to identify potential difficulties and solutions to overcome these (PDC 4, 8, 11)
	Evaluate	Teachers can evaluate to what extent a given CLIL lesson fulfils the criteria set forth in the 4 C's framework.	
	Analyze	Teachers can analyze components of a CLIL lesson with the help of a ready-made rubric.	
	Apply		
	Understand		
	Remember		

Planning CLIL lessons for my teaching context 1	Create	Teachers can create mind maps to organize elements of a CLIL lesson in their own teaching contexts.	Teachers are able ● to design and use cognitively and linguistically appropriate learning materials (PDC 4, 5, 8)
	Evaluate		
	Analyze		
	Apply		
	Understand		
	Remember		

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Planning CLIL lessons for my teaching context 2	Create	Teachers can organize their ideas into coherent teaching sequences.	Teachers are able ● to design and use cognitively and linguistically appropriate learning materials (PDC 4, 5, 8)
	Evaluate		
	Analyze		
	Apply		
	Understand		
	Remember		

Scaffolding	Create	Teachers can create scaffolding techniques which suit their teaching contexts.	Teachers are able ● to scaffold language learning during content classes (PDC 5, 6)
	Evaluate		
	Analyze	Teachers can recognize different scaffolding techniques in a microteaching sequence.	
	Apply		
	Understand	Teachers can describe the purpose of different scaffolding techniques	
	Remember	Teachers can list different scaffolding techniques.	

Presentations & Feedback	Create		Teachers are able

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	Evaluate	Teachers can evaluate each other's ideas and suggest improvements, if necessary.	● to assess learning resources and environments and to identify potential difficulties and solutions to overcome these (PDC 4, 8, 11)
	Analyze		
	Apply		
	Understand		
	Remember		

Round-up & self-assessment	Create		Teachers are able ● to use self, peer and student evaluation to improve their own practice and student learning (PDC 2, 9, 10)
	Evaluate	Teachers can evaluate their own learning progress.	
	Analyze		
	Apply		
	Understand		
	Remember	Teachers can list useful resources (print and/or web) in order to deepen their knowledge about CLIL.	

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